

From Procrastinators to Perfectionists:
Solutions for Tutoring Students with Low Motivation

An Honors Thesis (HONR 499)

by

Rebecca Byers

Thesis Advisor
Jennifer Haley

Signed

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Muncie, Indiana

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Abstract

Motivation comes in many forms, and tutors at the Ball State Learning Center have worked with all levels of motivation. In order to gain perspective for ourselves as tutors and share this knowledge with fellow tutors, Daniela Sorrel and I presented a training in-service called Procrastinators to Perfectionists, in which we discussed the spectrum of motivation from the lowest motivated students to the highest, often deemed "overachievers," and the best methods for working with students at each of these levels. Included in this report are the research on low motivation, a self-analysis of as well as a recorded copy of the presentation, and the materials provided to those in attendance.

Acknowledgements

I would like to thank Dr. Jennifer Haley for working with Daniela and I throughout both the Learning Center In-service and Honors Thesis parts of the project and putting up with our perfectionism and procrastination. Her guidance for this project has been invaluable.

I would also like to thank Daniela Sorrell, my partner in perfectionism and procrastination, for her encouragement and support throughout the project.

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Attached:

In-service Presentation Slides
In-service Handouts
In-service Evaluations from Participants
DVD Recording of In-service

Introduction

Most educators have worked with the students who seem unmotivated or lazy or just simply do not complete the work required for a class. It is easy to assume these characteristics of a student on a surface level after only seeing their final work and grades. One might argue, however, that tutors have a slightly different perspective of these same students. Tutors work with these students throughout the learning process. They see the study methods employed by the student and can gauge a student's motivation level toward a class or a project. Both of these groups, the educators and the tutors, may never see the full reasoning behind why a student is really struggling to complete a project or just cannot seem to grasp the course material. As a tutor, I wanted to change this and help other tutors do the same.

Being aware of what is causing a behavior can change how we respond to it, and it certainly changes what is the best academic solution for the problem the student is experiencing. A lack of motivation can be an effect of many causes and it can even indicate that a student is overly motivated to the point of being scared into inaction due to a fear of failure. Once a cause for the behavior is recognized, it is best to get to know the student well to determine what type of motivation they best respond to and help create a plan using the most appropriate solution and form of motivation.

Motivation in Academic Settings

Traditionally the two main types of motivation recognized in the academic world are intrinsic and extrinsic. Intrinsic motivation refers to the desire to accomplish a goal based on personal satisfaction gained from the activity. Intrinsic motivation can further be categorized as motivation to know, motivation toward accomplishments, and motivation to experience stimulation (Vallerand 1005). The most common types of motivation in college students are the motivation to know and motivation towards a goal, because college students are often genuinely interested in their subject matter and find themselves easily working toward a good grade in a course. However, many students who come in for tutoring are not affected as strongly by intrinsic motivation.

The students who act with extrinsic motivation are often accustomed to having an outside force such as a parent or professor encourage them or motivate them with certain

incentives or restrictions, which is the definition of extrinsic motivation (Vallerand 1006). While many students come to the Learning Center for clarification in course content, some come in seeking the extra accountability and incentive that having a regular tutor provides. When a client creates a weekly appointment with a tutor, they can expect someone to keep them accountable for their coursework. Many tutors will even assign “homework” from each tutoring session by helping establish what the student should study and review before the next session. Tutors should remember to follow up with this “homework” by asking the client about it and reviewing any information the student still does not understand.

Vallerand et al. further categorize motivation into a third category called amotivation, which is a belief in a lack of connection between a person’s outcome and the consequences of their actions. Ideally, by the time they reach university-level course work, students understand that proper studying and dedication to coursework results in more effective learning and better grades. If the student has yet to grasp this concept, however, the tutor may need to spend more time on study skills and time management rather than course content.

Causes and Solutions of Low Motivation

Many automatically associate procrastination of an assignment with laziness or apathy toward schoolwork; however, research has shown that some procrastination is caused by exactly the opposite. For students with tendencies toward perfectionism or those who feel a specific pressure regarding their academic work, their biggest fear is often not reaching standards they have set for themselves or standards that have been set by others. This fear puts students’ academic work at a standstill. They will often avoid completing the task, which presents itself as procrastination. Parents, former teachers, or even students themselves may have set these standards, based on their previous experiences (Deshpande 1).

Creating a safe place that allows for multiple practices and even failure allows students to acknowledge the growth that occurs during the learning process (“Students”). In this situation, tutors should provide many examples and allow for a lot of opportunities to practice. These students need to be reminded that the practice exists to help with the learning process and that no one is expected to be an expert from the beginning. Therefore,

it is okay to ask for help during the learning process and even get everything completely wrong the first time through. In order to create a comfortable environment, tutors should focus on the positive aspects by emphasizing what the student already knows and using this pre-knowledge as base from which to start the current tutoring session. At the end of each session, tutors should review the material covered with the client, and for clients who experience fear of failure, tutors should connect the new material with the material they started with, so students can clearly see how much they are understanding and gaining.

For students who suffer from a lower self-esteem, realistic encouragement from tutors is key. The Eberly Center at Carnegie Mellon suggests identifying an appropriate level of challenge for individual students based on their prior knowledge to help students gain confidence at a specific starting point. Some of the students with these beliefs may even be affected by low self-esteem or a mental illness such as depression. Realistic expectations, such as realizing that it is not possible to review an entire course in one tutoring session, is important for students who may have fallen behind in a course ("Students"). Ball State tutors are also trained to recommend other campus resources like the Counseling Center for students.

Tutors can also consider the student's attitude toward growth and change in general. The entity theory is part of the implicit theories of intelligence in which a person believes he cannot change states through time (Dweck 263). If a student consents to this idea and he believes that he is not intelligent enough to pass the course, he also may believe that he will never be intelligent enough, therefore causing him to believe that all studying and effort will not make a difference. The entity theory can be very dangerous for students who already suffer from a lower self-esteem in academic fields. Therefore, tutors should encourage the incremental theory, which acknowledges that skills build over time and that intelligence is a "controllable quality" (Dweck 262). In this situation, it is important for tutors to break down projects or even studying in general into smaller, achievable tasks. After working through a few of the smaller tasks with the student, the tutor should specifically point out the progress throughout the process. At the end, tutors can ask students if they have seen a growth in knowledge or accomplishment.

When students suffer from these self-critical mentalities and low self-esteem, over time they form a procrastination habit, which then becomes both their coping mechanism

for stress and their long-term method of handling responsibilities. Over time, "Inability to control one's attention and thus overcome the more pleasant distraction is the core of procrastination. In other words, the preference for immediate positive outcomes becomes dominant" (Van Eerde 422). It is often said that the current generation of college students called Generation Y, or those born between the 1980s and the early 2000s, suffers the most from the desires of instant gratification. Generation Y also requires more feedback to feel as if they are doing well on a project (Kiisel). While this data specifically mentions these behaviors in the work place, it is very easy to see why students who have a higher level of autonomy in projects and assignments get repeatedly distracted from their responsibilities. Tutors who work with students who repeatedly procrastinate as a coping mechanism for other issues should help these students create project "timelines" or "study timelines," so that students are encouraged to work slowly through the project rather than try to complete it in too short of a timeframe.

Sometimes procrastination is simply a result of having limited time and being overwhelmed by stress and responsibilities (Deshpande 2). Often, students take as many credit hours as they can handle along with participating in student organizations and/or having a part time job. Psychologist Wendelien Van Eerde refers to this idea as a "time famine" in the professional world. It is more likely to happen with higher levels of both autonomy and responsibility (Van Eerde 421). Van Eerde recommends making the task less threatening so people will avoid it less as well as managing time by setting goals (Van Eerde 423). MySahana suggests the expected healthy habits, such as "taking a break from the task at hand as well as maintaining healthy eating and sleeping patterns" (Deshpande 2). Both of these responses are very important for students struggling with procrastination and a lack of time management. Tutors should encourage students to live healthy lifestyles outside of the tutoring session, but both time management and assignment categorization are concrete skills that can be taught in individual tutoring sessions.

Finally, in universities that require students to take a wide variety of courses in core subjects such as math, writing, and languages, many students simply are not interested in the course material, which significantly lowers their motivation from the start of the course. Vroom's Theory of Motivation explains that someone's overall motivational force is a combination of aspects called expectancy, instrumentality, and valence. This theory

assumes an equation approach to the different factors that increase motivation. Vroom claims that the higher the expectancy, instrumentality, and valence are, the higher the motivational force will be (Lawler 483). Expectancy is a person's belief that an effort will result in an outcome. Instrumentality is the positive correlation between performance and reward (Chand). Valence is the worth of the outcome, as determined by the person. Therefore, a student should strive for the highest level of each factor to create the most motivation. If a tutor can help a student determine what reward he or she values most and help the student acknowledge that a reward of a task is worth the time it takes, they can design the tutoring session around achieving that reward. For some students, the reward may be simply being able to see how much they have learned within the tutoring session. For other students, the reward may be very external, such as rather than procrastinating by watching Netflix, choosing to reward himself with an episode of their favorite show after completing the project.

In-service Analysis

In order to have a comprehensible in-service training, the information was presented in the categories created by an organization named MySahana: fear of failure, low self-esteem, depression, a lack of interest, overwhelming stress, and procrastination habit. To present this information in a manner relevant to fellow tutors, the researchers summarized the data and then used it to form helpful suggestion for working with student clients with various levels of motivation. This information was presented at an in-service training on February 6, 2015 at the Ball State Learning Center and was recorded by Teleplex. A copy of the recording is included.

The researchers, Daniela Sorrell and Becca Byers, presented using the help of a PowerPoint presentation and various handouts that were provided to those in attendance (attached). We focused not only on the research, but also on our personal experience working with clients, specifically how we respond to students with varying levels of motivation. Furthermore, we made sure to emphasize that any suggestions made could also apply to the tutors themselves and not just their clients. Tutors will likely have an easier time recognizing the motivation-related behaviors in other students if they can identify it in their own lives first. Identifying behaviors in themselves can help tutors build

rapport with their clients, which results in more productive and comfortable tutoring sessions.

Throughout the presentation, participants were given the chance to respond to the information presented and share their own input and experience. This response and reflection was just as important as the information presented. Connecting the presented research with specific clients helps tutors remember it, and it gives them the tools to be able to respond to future clients with similar problems. One tutor expressed it is most difficult to work students in the required core classes, and he appreciated the information on keeping a positive perspective and building on top of the content that the client already understands to help boost self-esteem for those classes that are not in a client's main content area. Tutors also discussed that much of this advice is helpful for them as well. Daniela and I definitely relate to all of our research, as she tends toward perfectionism and I often lack motivation. After this research we are better able to recognize and analyze our own negative behaviors so we can start to be more productive.

After the presentation, all tutors were given the chance to evaluate the usefulness of the information presented. Many tutors were surprised by the fact that procrastination can be a signal of both perfectionism and a lack of motivation. Each tutor had his or her own favorite piece of advice from the presentation. One tutor quoted, "'you are not your successes, and you are not your failures.' It is important to put things into perspective." Others made sure to comment on the presence of the Starburst candy, provided as part of an icebreaker activity.

Conclusion

In summary, this project was a learning process for both the presenters and the participants as we all strive to become more effective tutors and students. We have found that just as there is not one specific cause of low motivation, there is also no single solution. Furthermore, many causes of low motivation are interconnected, so multiple solutions may be relevant to a student. It is best to work with each individual student and help the student determine the cause(s) of his or her low motivation and then determine a solution. We believe this information can help tutors relate to their clients and respond to them better as well as improve their own academic lives. It would be beneficial for this

information to reviewed and repeated in future semesters so that tutors who were not able to attend this semester can have a chance to discuss their experience with other tutors.

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Procrastinators to Perfectionists

By: Denise Myers & Doreeta Sorrell

Icebreaker!

Yellow: If you were a leprechaun, what would be your lucky charm?

Pink: Coordinators: Jenny, Robert, Gary. Of these three which would you pie in the face? Give a hug? Take to an amusement park?

Red: If you were to be reincarnated as a Starbucks drink, which would it be?

Orange: Who would be your celebrity grandparents?

Other Colors: Pick a question: What is your catch phrase? What is your life motto? What is your #1 tip for other tutors?

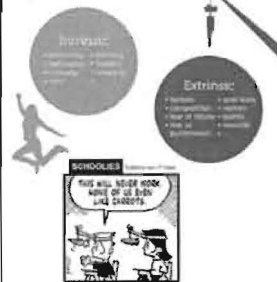
What do YOU think?

What does being a procrastinator mean?

What does being a perfectionist mean?

How have you seen these habits in clients or in yourself?

Types of Motivators



Quick Guide to Motivation

- "Motivation: a stimulus that moves a person toward a goal, an incentive to act in a certain way, a need that causes a person to act, or the drive to attain a goal or perform at a certain level."

B-O-R-E Model

How Students Decide How Much Effort to Use

Benefit What is the reward for performing the task? Is the reward internal; the satisfaction of a job well done, or is it external: a tangible benefit, public recognition, or financial pay-off?

Odds What is the likelihood of performing the task well? Can I calculate my chances of success based on other experiences?

Risk What are the consequences of not performing well? If I do not perform well, will other people know about it (how public is the performance)? Are the risks sufficiently "bad" to be avoided?

Effort Based on the balancing of potential rewards, chances of doing well and impact of not performing well, an individual makes an effort calculation.

Source: Bill Henderson, Academy for Academic Leadership

Causes of Low Motivation

- Fear of Failure
- Low self-esteem
- Depression
- Lack of Interest
- Overwhelming Stress
- Procrastination Habit

Source: MySahana.org

Cause: Fear of Failure

What it is

- Avoid work because not trying is better than trying and not succeeding
- Crossover with perfectionism

How to Help

- Scaffold Method
- Encourage (Appropriate Amounts of) Failure
- Set Realistic Expectations
- Provide multiple practice opportunities

Cause: Low Self-esteem

What it is

- Deflect "blame" onto missed deadlines, minimal effort

How to Help

- Hold client accountable
- Start with what they know
- Build them up

Cause: Depression

What it is

- Lack of interest
- Goes beyond academics
- Missing classes and appointments

How to Help

- Remember you're not a counselor
- Direct to Counseling Center or Health Center

Cause: Lack of Interest

What it is

- Required Class
- Boring class format

How to Help

- Tell them why you think it's important
- Suggest a study reward system
- Create real world examples
- Connect personal interest
- Show ENTHUSIASM!

Cause: Overwhelming Stress

What it is

- Multiple Priorities
- Poor time management
- Don't know where to start
- Avoid starting
- Lack of sleep

How to Help

- Make a plan for each session
- Make a plan for the semester
- Show the value of the course
- Direct to Study Strategies
- Break into smaller tasks



Cause: Procrastination

What it is

- A habit
- Poor time management
- Often, a result/combination of other causes

A Day in the Life of a Procrastinator:



How to Help

- Determine why



The 7 C's Motivation Model

- Clarify expectations on the first day by communicating to students. (AKA Set goals for each session.)
- Create active hands-on and brains-on learning opportunities for students.
- Connect personally with students by being approachable so they will want to interact with you. Be friendly and encourage questions, drop the "veil of perfection" and discuss your own experiences as a student, particularly your mistakes and fears. Model self-assessment by discussing situations you could have handled better. Talk to students about how to handle difficult discussions with patience.
- Consider the students' novice level and have realistic expectations about their capacities.

Source: Bill Hendrickson, Academy for Academic Leadership

7 C's (continued)

- Be civil and congenial with students—be upbeat, positive, enthusiastic and courteous in your interactions with everyone in the academic environment.
- Provide continuous contact with the student. One strategy for maintaining contact is to ask students to keep a log of unanswered questions/issues that arise during the week. Schedule a regular meeting time with the students.
- Communicate by explaining concepts at the student's level of understanding. Use practical, everyday examples, diagrams and even hand-drawn sketches to illustrate the key points and frequently check with the student to make sure your explanations were understood. Use door-openers such as the following to check students' comprehension: "I need to get some feedback from you to help me understand if I have done my job and helped you. Why don't you be the teacher and explain to me how we want to handle the next step in this procedure?"

Source: Bill Hendrickson, Academy for Academic Leadership

--> Onward to Perfectionism! --->

Have you ever encountered clients who...

- Are very angered by mistakes?
- Get frustrated easily when learning?
- Rewrite, rewrite, rewrite until it's "good enough"?

Or maybe, this sounds like you.

(Please fill out your little quiz.)

"I just have to get this right!"

Normal perfectionists

-Satisfied with a job with their efforts well done because it's "never good enough."

-Work towards excellence

-Focus on strengths weaknesses

Neurotic

-Never satisfied

-Run from failure

-Focus on

Possible Effects of Perfectionism:

Normal

- High motivation
- Good grades
- Positive self-concept

Neurotic

- Depression
- Performance anxiety
- Social anxiety
- Writer's block
- Extreme compulsiveness

"Problematic Perfectionism," by Steven Keeva (2010)

What might you see?

- Impossibly high standards: "I'm going to finish this paper in two days!"
- Self-worth based on productivity and accomplishment: "If I fail, I'm a failure."
- All-or-nothing evaluations: "It's either perfection or failure."
- Difficulty enjoying success because it is merely what is expected
- Procrastinating on work that will be judged
- Other assignment struggles because the work must be perfect from beginning to end

Paraphrased

Original credit to (Pacht 386-390) via Perfectionist Children by Jere Brophy

Unexpected overlap

Perfectionism can masquerade as chronic underachievement.

Everybody: WHAT?

Fear of failure = Procrastination

So, what can we do?

1. Be open about your own struggles, failures, and mistakes.
1. Teach positive statements.
1. Help your client gain perspective.
1. Praise!
1. Refer them to appropriate campus resources.
(For example, the Counseling Center or testing accommodations through DSD)

Remember: You are not your successes, and you are not your failures.

Tips Inspired by Anxiety BC resources

Let's hear from you!

- Which of these tips have you seen?
- Which are most useful?
- What ideas would you like add?

Now it's your turn!

- How would you characterize each student?
- Which strategies would you use to help them?

This is Taylor's 2nd time taking the class. He feels like he should know the terms and concepts by now. He is still struggling but doesn't make time to study.

Jordan is in two high level language classes at the same time. She works a lot of hours, has little time to study, and she is struggling to feel competent in her classes. She feels like her professors are going to judge her for not doing as well as she wishes she could. She feels at ease during tutoring sessions but very nervous during class.

You tutor Italian 202. One student is a freshman who tested into the course and is excited but not used to college courses. One student is a senior who needs this last language course to graduate and feels they have no use for Italian. Even though they are learning the same course material, how would you help each of them?

The End

Don't put off filling out your surveys, and remember they don't have to be perfect.

THANKS!

The 7 C's Motivation Model by Bill Hendricson

- Clarify expectations on the first day by communicating to students. **(AKA Set goals for each session.)**
- Create active hands-on and brains-on learning opportunities for students.
- **Connect personally with students by being approachable so they will want to interact with you. Be friendly and encourage questions, drop the "veil of perfection" and discuss your own experiences as a student, particularly your mistakes and fears. Model self-assessment by discussing situations you could have handled better. Talk to students about how to handle difficult discussions with patience.**
- Consider the students' novice level and have realistic expectations about their capacities.
- Be civil and congenial with students—be upbeat, positive, enthusiastic and courteous in your interactions with everyone in the academic environment.
- •Provide continuous contact with the student. One strategy for maintaining contact is to **ask students to keep a log of unanswered questions/issues** that arise during the week. Schedule a regular meeting time with the students.
- •Communicate by explaining concepts at the student's level of understanding. Use practical, everyday examples, diagrams and even hand-drawn sketches to illustrate the key points and frequently check with the student to make sure your explanations were understood. Use door-openers such as the following to check students' comprehension: "I need to get some feedback from you to help me understand if I have done my job and helped you. **Why don't you be the teacher and explain to me how we want to handle the next step in this procedure?**"

Cause: Fear of Failure

What it is

- Avoid work because not trying is better trying and not succeeding
- Crossover with perfectionism

How to Help

- Scaffold Method
- Encourage (Appropriate Amounts of) Failure
- Set Realistic Expectations
- Provide multiple practice opportunities

Cause: Low Self-esteem

What it is

- Deflect "blame" onto missed deadlines, minimal effort

How to Help

- Hold client accountable
- Start with what they know
- Build them up

Cause: Depression

What it is

- Lack of interest
- Goes beyond academics
- Missing classes and appointments

How to Help

- Remember you're not a counselor
- Direct to Counseling Center or Health Center

Cause: Lack of Interest

What it is

- Required Class
- Boring class format

How to Help

- Tell them why you think it's important
- Suggest a study reward system
- Create real world examples
- Connect personal interest
- Show ENTHUSIASM!

Cause: Overwhelming Stress

What it is

- Multiple Priorities
- Poor time management
- Don't know where to start
- Avoid starting
- Lack of sleep

How to Help

- Make a plan for each session
- Make a plan for the semester
- Show the value of the course
- Direct to Study Strategies
- Break into smaller tasks



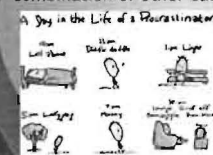
Cause: Procrastination

What it is

- A habit
- Poor time management
- Often, a result/combination of other causes

How to Help

- Determine why
- Prioritize by due date
- Break into smaller tasks
- Create a fake deadline



So, what can we do?

1. Be open about your own struggles, failures, and mistakes.
1. Teach positive statements.
1. Help you client gain perspective.
1. Praise!
1. Refer to appropriate campus resources.

Remember: You are not your successes, and you are not your failures.

In-Service Evaluation: Procrastinators to Perfectionists: Working with Different Motivation Levels

2/6/2015

Name _____

Desk you work for: Success Strategies

1. Please describe any information/skills that you learned today that you will be able to use with your clients:

I never really realized how procrastination and Perfectionism overlap in many cases. Focusing on your client's strengths will help them feel more confident as well as sharing personal stories so they know they are not alone.

2. What was your favorite part of the in-service?

I really liked talking about the personal experiences with clients who are perfectionists or procrastinators. Case studies were helpful.

3. Was there anything about today's in-service that you did not find useful and/or interesting?

I found everything about this in-service useful & interesting. I, myself find myself being a perfectionist many times.

4. Please list some suggestions for topics for future in-services:

An in-service focusing on study strategies. I often times feel like I repeat myself.

I'm a perfectionist with a procrastinator complex. Some day I'm going to be awesome.



somercards
us000000

In-Service Evaluation: Procrastinators to Perfectionists: Working with Different Motivation Levels

2/6/2015

Name _____

Desk you work for: Success Strategies

1. Please describe any information/skills that you learned today that you will be able to use with your clients:

- Practice Exams may help clients feel more confident.
- ~~Relating~~ Relating our stories to the client so they'll feel comfortable.

2. What was your favorite part of the in-service?

- The case studies really helped us create practical ideas for future clients

3. Was there anything about today's in-service that you did not find useful and/or interesting?

- No, this service was wonderful! ☺

4. Please list some suggestions for topics for future in-services:

- I've always wanted to see one on learning styles but I'm doing that on March 13th!

I'm a perfectionist with a procrastinator complex. Some day I'm going to be awesome.



In-Service Evaluation: Procrastinators to Perfectionists: Working with Different Motivation Levels

2/6/2015

Name _____

Desk you work for: _____

S+H

1. Please describe any information/skills that you learned today that you will be able to use with your clients:

Building on information that the client knows

2. What was your favorite part of the in-service?

Group activity / Discussion

3. Was there anything about today's in-service that you did not find useful and/or interesting?

4. Please list some suggestions for topics for future in-services:

Helping Extremely lost students.

I'm a perfectionist with a procrastinator complex. Some day I'm going to be awesome.



some cards
user card

In-Service Evaluation: Procrastinators to Perfectionists: Working with Different Motivation Levels

2/6/2015

Name _____

Desk you work for: S/H

1. Please describe any information/skills that you learned today that you will be able to use with your clients:

I have a lot of clients who are procrastinators, so I learned a lot of motivational tricks such as showing the client what they do know.

2. What was your favorite part of the in-service?

My favorite part was learning how to help both types of clients as I sometimes feel ~~stuck~~ stuck working with those on both ends of the spectrum.

3. Was there anything about today's in-service that you did not find useful and/or interesting?

no - it was all useful and interesting :)

4. Please list some suggestions for topics for future in-services:

successful tutor
strategies

how to work with
clients who are non-
traditional college
- clients who may
have different
learning expectations

I'm a perfectionist with a
procrastinator
complex. Some
day I'm going to
be awesome.



some cards
user card

In-Service Evaluation: Procrastinators to Perfectionists: Working with Different Motivation Levels

2/6/2015

Name _____

Desk you work for: Success Strategies

1. Please describe any information/skills that you learned today that you will be able to use with your clients:

Methods for different levels of motivation - encouraging practice, set fake deadlines, using real-world examples, being open about own strengths + weaknesses.

2. What was your favorite part of the in-service?

Learning about different types of perfectionism - very applicable to clients + myself.

3. Was there anything about today's in-service that you did not find useful and/or interesting?

No - all very interesting and useful for clients as well as real life.

4. Please list some suggestions for topics for future in-services:

maybe less bullet points on slides

I'm a perfectionist with a procrastinator complex. Some day I'm going to be awesome.



In-Service Evaluation: Procrastinators to Perfectionists: Working with Different Motivation Levels

2/6/2015

Name _____

Desk you work for: W & h

1. Please describe any information/skills that you learned today that you will be able to use with your clients:

All sorts of stuff! Useful tips for working w/clients, not just those who are perfectionists or procrastinators.

2. What was your favorite part of the in-service?

The packets, as I will be able to take all this great info with me!

3. Was there anything about today's in-service that you did not find useful and/or interesting?

Nope! It was all useful and/or interesting.

4. Please list some suggestions for topics for future in-services:

when to be firm with clients who are troublesome

I'm a perfectionist with a procrastinator complex. Some day I'm going to be awesome.



In-Service Evaluation: Procrastinators to Perfectionists: Working with Different Motivation Levels

2/6/2015

Name _____

Desk you work for: S/H

1. Please describe any information/skills that you learned today that you will be able to use with your clients:

I have a lot of clients who are procrastinators so I learned a lot of motivational tricks such as showing the client what they do know.

2. What was your favorite part of the in-service?

My favorite part was learning how to help both types of clients as I sometimes feel ~~stuck~~ stuck working with those on both ends of the spectrum.

3. Was there anything about today's in-service that you did not find useful and/or interesting?

no - it was all useful and interesting :)

4. Please list some suggestions for topics for future in-services:

successful tutor strategies

how to work with clients who are non-traditional college students who may have different learning expectations

I'm a perfectionist with a procrastinator complex. Some day I'm going to be awesome.



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In-Service Evaluation: Procrastinators to Perfectionists: Working with Different Motivation Levels

2/6/2015

Name _____ Desk you work for: Math & Business

1. Please describe any information/skills that you learned today that you will be able to use with your clients:

Building off of what they know & using
real world examples

2. What was your favorite part of the in-service?

Learning about Procrastinators because
that's who I've mostly dealt with.

3. Was there anything about today's in-service that you did not find useful and/or interesting?

4. Please list some suggestions for topics for future in-services:

Time-management
during a session.
How to know how
fast or how slow
to go.

I'm a perfectionist with a
procrastinator
complex. Some
day I'm going to
be awesome.



In-Service Evaluation: Procrastinators to Perfectionists: Working with Different Motivation Levels

2/6/2015

Name _____ Desk you work for: Mary

1. Please describe any information/skills that you learned today that you will be able to use with your clients:

How closely related procrastination is to perfectionism - I have not heard of this before.

2. What was your favorite part of the in-service?

Stories!

and the way that she said it, it was very interesting and helpful.

3. Was there anything about today's in-service that you did not find useful and/or interesting?

No, it was all very helpful.

4. Please list some suggestions for topics for future in-services:

Learning style

I'm a perfectionist with a procrastinator complex. Some day I'm going to be awesome.



In-Service Evaluation: Procrastinators to Perfectionists: Working with Different Motivation Levels

2/6/2015

Name _____ Desk you work for: Math

1. Please describe any information/skills that you learned today that you will be able to use with your clients:

I learned information that is very applicable to my clients. I learned how important it is to build off of what students already know. It is also valuable to talk about making mistakes in a positive way.

2. What was your favorite part of the in-service?

"You are not your successes, and you are not your failures."
This was my favorite quote from the in-service. It is important to put things in perspective.

3. Was there anything about today's in-service that you did not find useful and/or interesting?

This was a very useful in-service.
Thank you!

4. Please list some suggestions for topics for future in-services:

Resume advice would be helpful because I did not get a chance to attend last time.

I'm a perfectionist with a procrastinator complex. Some day I'm going to be awesome.



In-Service Evaluation: Procrastinators to Perfectionists: Working with Different Motivation Levels

2/6/2015

Name _____ Desk you work for: W-L

1. Please describe any information/skills that you learned today that you will be able to use with your clients:

Procrastination is a huge thing for Spanish vocab
+ verb learning, so using these tactics would be great

2. What was your favorite part of the in-service?

I like Starburst.

And applying these tests to my own life!

3. Was there anything about today's in-service that you did not find useful and/or interesting?

No, no it was all really great!

4. Please list some suggestions for topics for future in-services:

Something about CQA,
focusing on helping
students struggling with
their major vs. core
courses

I'm a perfectionist with a
procrastinator
complex. Some
day I'm going to
be awesome.

